

USING “MOST NAMES” TO IMPROVE STUDENTS’ SPEAKING SKILL IN DESCRIPTIVE TEXT

(The Action Research was Done to the Eight/A Grade Students of SMPN 1 Geger Madiun in the Academic Year 2012/2013)

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ABSTRACT

The research was done in August 2012 in SMPN 1 Geger Madiun. The subject of the study was the eight year students consisting of 20 students. It was a classroom action research. The researcher conducted the research in some steps for each cycle. There were planning, acting, observing, and reflecting. In collecting data, there were two kinds of data which were used in this study, the quantitative data and the qualitative data. The quantitative data were in the forms of students’ scores. The data were students’ scores from the beginning of the research to the end of the research. They came from the tests given. The qualitative data were collected by the following techniques: observations, interviews, and document analysis. The quantitative data were analyzed using descriptive statistics. It compares the score of the pretest to the score of the post test. The qualitative data were analyzed into data reduction, data display and conclusion drawing/ verification.

The research findings showed that by implementing the “Most Names” in the speaking class, there were some improvements which can be classified into three main points as follow: The improvement of students’ speaking skill; The improvement of students’ participation; The improvement of students’ interest; And the improvement of students’ motivation. For that reason, “Most Names” was able to stimulate students to speak English.

In conclusion, “Most Names” is able to improve students’ speaking skill in class VIII/A. However, “Most Names” has its own strength and weaknesses. Most Names stimulated students to be more active, interactive, and creative to speak English.

In short, it is recommended to the teachers to use “Most Names” to improve the students’ speaking skill in English.

Key words: Most Names, Speaking, Descriptive

I. INTRODUCTION

Speaking is one of the four skills which have been taught at school besides listening, reading, and writing, and all of them are taught integrated. They cannot be separated because all of the language

skills are used to communicate with other people. Bailey and Savage (in Murcia, 2001: 103) state that speaking in a second language or foreign language has often been viewed as the most demanding of the four skills. When students master

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speaking English, they will be able to earn more money, to fulfill certain education requirements, to travel abroad, to gain access to the culture of English speaking nations, or simply to meet more people.

The aim of speaking is primarily to communicate his message rather than to be nice to the listener and when the message is the reason of speaking so the message must be understood (Brown and Yule, 1998: 13). It is needed to give more opportunity for the students to communicate by using target language regularly to build their skill in speaking English and try to understand when someone speaking English, so they will be brave to communicate by using the target language and by using their knowledge, try to understand and response it, so the communication will be happened.

The aims common to all communicative activities, to have people relaxed and enjoy themselves, acquire language through natural use, as well as make language more readily available, are particularly important (Edge, 2001: 101).

It was expected that the students of SMPN 1 Geger Madiun can speak English well or use English to communicate at school especially on

Friday because there is one day English program on the day. All teachers should also speak English in the classroom and students must respond it well. Students and teachers should be given the opportunity to speak English in the classroom or outside the classroom. School environment must support to create English atmosphere, so it will motivate students to practice their speaking skill.

In fact, the condition was still far from what was expected. In other words, the students speaking skill was still low. It happened because of students' low competence, low motivation, and the unsuitable method in teaching-learning process.

There was a serious problem in class VIII/A of SMPN 1 Geger Madiun in the speaking skill. The average score of students in speaking is 67. The highest score was 85 and the lowest score was 46. There were 20 students in the class, just 3 students passed from passing grade of speaking and 17 students could not pass the passing grade. It meant that 85% students failed in speaking test and just 15% students succeed. The cause of the problems were as follow: students read the words like in Indonesian; students asked their friends or teachers the intonation of the sentences, students used

‘be’ and ‘verb’ in a sentence; students used unsuitable vocabularies, students spoke word by word so it made difficult to understand what they talked about.

Referring to the questions whether students used English to communicate with their friends outside the classroom or not, most of them said no and they had various reasons, for example they were not motivated to speak English because they were ashamed or they lack of self-confidence. They didn’t want their friends considered him to be proud and they were afraid of making mistakes. They spoke English very little in order to fulfill their assignment on Friday English day. Some students had tried to use English in daily activity especially on Friday but their friends always responded it in Indonesian and this condition made them change into Indonesian. This condition also happened in the classroom. When students didn’t understand what the teacher said they always keep silent but when the teacher asked about what they were talking about there weren’t any students who could answer the questions. Sometimes when students had to make a dialogue and demonstrate it in front of the classroom, they usually did it by reading their books.

Based on the observation and the interview of class VIII/A students above,

it could be identified that there were some causes why the students were not motivated to speak English during learning process in the classroom or using it as daily means of communication. They were afraid of doing mistakes in pronunciations and structures, they lack of vocabularies, they didn’t have self-confidence in speaking English, and they didn’t have more chance to speak English. It could be said that the students need a certain learning environment that makes them brave to speak English without thinking of some mistakes, made them had more self-confidence, got many vocabularies they need, gave pattern they need and gave them more chance to speak in right pronunciations, structures, and expressions. Nunan (1999: 233) states that learners are unmotivated because lack of success over time/lack of perception of progress, uninspired teaching, boredom, lack of perceived relevance of materials, lack of knowledge about the goals of the instructional program, lack of appropriate feedback. Nunan also presents what can be done by the teacher is making instructional goals explicit to learners, break learning down into sequences of achievable steps, link learning to the needs and interests of the learners, allow learners to bring their own

knowledge and perspectives into the learning process, encourage creative language use, help learners to identify the strategies underlying the learning tasks they are engaged in, and develop ways in which learners can record their own progress.

According to Bygate (2000: 3) one of the basic problems in foreign-language teaching is to prepare learner to be able to use the language. It is also stated that how this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims. Richards, et al. (2002: 204) also state that it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately.

Dealing with the condition above, the solution offered was related to “Most Names”. “Most Names” is a kind of guessing game. Game is one of the techniques that can be applied in teaching speaking because games give students pleasure to practice to express themselves. Games are also useful to encourage students’ interaction in oral communication. Games offer the creation of an enjoyable atmosphere to learn. Edge states that the game is words as ‘play’, ‘fun’, ‘cooperative’, and ‘competition’ (2001: 101).

There are many kinds of language games or communication games which we can apply for our students in order to improve their speaking skill. It will create students-centered speaking climates and it will make students conduct direct conversation program quite well because a game can be stimulating and entertaining, and when the participants have stopped playing the game teacher can use it as a stimulus for additional conversation (Dobson, 1987: 107).

By using games, students will be stimulated to speak English in their daily life both in the classroom and outside the classroom. The most important is by using the games the average score of students in speaking would improve too. It was expected that more than 75% students of class VIII/A could reach Passing Grade of speaking.

II. RESEARCH METHODOLOGY

This study applied Classroom Action Research (CAR). According to Mills (2000: 6) Action Research is any systematic inquiry conducted by teacher researcher, principals, school counselors, or other stakeholders in the teaching learning environment, to gather information about the ways that their particular schools operate how they teach and how well their students learn. This

information is gathered with the goals of gaining inside, developing reflecting practice, effecting positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involved.

The Classroom Action Research is aimed at educating teachers by the process of becoming self conscious about their work, and that is as important an aim as evaluating or information gathering (Brumfit and Mitchell, 1989: 9). Maley in Harmer states that the aims of the action research is to abstract a theory from classroom practice besides to solve immediate problems, or answer urgent personally-relevant questions (2003: 414).

Action research is described as a spiral of steps and there are four stages: planning, acting, observing, reflecting (Lewin in McNiff, 1998: 22)

In Planning, students' problem in speaking English was classified based on the interview and observation in the pre cycle of class VIII/A of SMP Negeri 1 Geger Madiun. There were four students' problems to solve; students had very limited chance to speak English, they had low interest and motivation to speak each other, they had limited vocabulary and they had many mistakes to pronounce in

English. Based on the problems stated above language games were implemented to overcome the problems with the following activities: (1) designing language game activities in English class, (2) setting the objective that would be achieved, and (3) designing the tests that would be used to know the success of the action.

In acting and observing step, language games would be implemented in this step and the activities done here were designed based on the students' problems.

Many kinds of language games like guessing games and describing games would be applied to the students of VIII/A grade of SMP 1 Geger Madiun. The games would be done classically, in pairs or group of four till six. The teacher and the collaborator would act as facilitators and observers. The individual test would be given to know the improvement of the students' speaking skill. At the end of the class, students would be interviewed to know their opinion and response of the language games implementation.

The last step is reflecting. It's time to reflect or review everything which had been done in the action activity. It would be analyzed to find the strength and the weakness and evaluate

the success and the failure of the implementation of language games to solve students' problems. Then, the weakness and the failure would be solved in the next cycle.

There are two kinds of data which were used in this study, the quantitative data and the qualitative data. The quantitative data were in the forms of students' scores. The data were students' scores from the beginning of the research to the end of the research. They came from the tests given. The qualitative data were collected by the following techniques: observations, interviews, and documentation.

The observation was done to observe how the students of VIII/A grade skill in speaking especially their activity before and after using "Most Names" game. Sutrisno Hadi (1986) in Sugiono (2007: 145) states that "*Teknik mengumpulkan data menggunakan observasi dilakukan jika peneliti ingin mengetahui tingkah laku manusia, proses kerja fenomena alam dan responden yang diteliti dalam jumlah kecil.*

The statement above means that by using the observation, the researcher wants to understand the behaviour of people, working process and, natural phenomenon. Few respondents, in this case, the researcher was actively in the

research to observe exactly how the behaviour of student and the studying process of student. While doing observation the researcher will present the check-list as the result of the observation.

The writer also used interview to collect the data. "*Interview adalah alat pengumpul informasi dengan cara mengajukan sejumlah pertanyaan. Ciri utama dari interview adalah kontak langsung dengan tatap muka antara pencari informasi (interviewer) dan sumber informasi (interviewee).*" (Margono, 2000: 165).

That statement means that interview is a tool to get information by giving questions orally and the respondents answer them orally too. The main characteristic of interview is directly contacts between interviewer and interviewee. In this research, the writer interviews some students VIII-A grade in questioner form about the learner ability in speaking. This Interview was done to get the information from students what problem faced by students in speaking and what they feel after they study in speaking by using most names. "*Didalam interview, penulis berusaha mendengarkan yang responden rasakan* (Sugiono: 2007: 141).

The last data collecting technique used by the writer is documentation, documentation helps the way to collect data by using books, theories, and laws (Margono 2000: 181). In this research, the writer used books and collected some theories to support the research.

According to Suharsimi Arikunto (2002:206), '*Metode dokumentasi yaitu mencari data mengenai hal-hal atau variabel yang berupa catatan, transkrip, buku, surat kabar, majalah, prestasi, notulen rapat, legger, agenda, dan sebagainya*'. It means that documentation method is an activity in finding data which is formed in writing forms such as, notes, transcript, newspaper, magazines, and agenda.

This research takes document from the English book used for teaching and learning, speaking scores of the eighth grade students of SMPN 1 Geger Madiun both pre research and after the research was done, RPP, and photographs.

The quantitative data will be analyzed by using descriptive statistics. It analyzes the comparison between the score of the pretest, before implementing Most Name and the score of the posttest, after implementing Most Name.

The qualitative data would be analyzed into data reduction, data display and conclusion drawing/ verification

such as stated by Mile and Huberman in Sugiono (2006: 337-345).

The conclusion of the qualitative research can be a description of the object, hypothesis or theory.

III. RESEARCH FINDINGS AND DISCUSSION

The previous condition of the eight grade students was far from what is expected. Based on the interview and some questionnaires answered by the students and teacher, it could be concluded that the students had problems in speaking English especially on accent, grammar, vocabulary, fluency, and comprehension.

Based on what were found in this research, there were some improvements as follow:

1. The Improvement of Students' Speaking Skill

Based on the observation in cycle 1 and cycle 2, it was found that each indicator of speaking improved. There were improvements on: (a) students' accent, some students could say something in a good stress and intonation, they could pronounce each of the word well; (b) students' vocabulary, students got some new words about adjectives, part of the body, possessive adjectives. Most students could use the

words correctly in applying the game; (c) Students' grammar, Most of students could arrange and use nominal and verbal sentences in descriptive text well. They could change positive sentences into negative and interrogative sentences and also arrange and use the noun phrase well; (d) Students' comprehension, Most of students could ask to their friends and answer each of the questions which were given in the game from their friend to find someone or something in the describing well. It means that they understood the topic; (e) Fluency, Most of students could someone's appearance clearly and fluently from cycle 1 to cycle 2. They always got some experience from the previous cycle, so they could tell more clear and fluent.

By using the most names which had been applied in this research, there were improvements in speaking indicators.

The students' speaking score improved from cycle 1 to cycle 2 which can be seen from the following table.

Comparison of High, Average, and Lowest Score of Pre-Test, Post- Test 1 and Post- Test 2

No	Level	Pre-Test	Post-Test 1	Post-Test 2
1	High score	85	85	95
2	Average score	67.15	74.8	81.1
3	Lowest score	46	61	67

Comparison of Students Achieved the Passing Grade

No	Explanation	Passing grade	Number of Students		
			Pre-Test	Cycle 1	Cycle 2
1	Score above passing grade	80	4	11	17
2	Score lower passing grade	80	16	9	3

From the tables, it could be concluded that the students' score improved from cycle 1 to cycle 2. At the last of the research or cycle 2, there were 17 students or 85% student who fulfilled the passing grade while the rest, 3 students or 15% student did not pass from the passing grade. This study could be said successful because more than 75% student could fulfill the passing grade.

Based on the explanation above and analyze the indicators of speaking, it can be seen that the implementation of most names as a kind of guessing game could improve students' speaking skill.

2. The Improvement of Students' Participation

Most Names which had been applied in this research from cycle 1 to cycle 2 was very challenging. Each group played in turn to be the winner of the competition. So, they had to cooperate among their friends in their own group to do the game well. As stated by Edge

(2001: 101) that game include such word as 'play' fun, cooperation and competition. All students should be involved in the game especially in their own group because each of group members had different task. There were students as the representatives of the group and students who answered the questions, and shared their ideas to decide the best answers.

Most Names as a kind of Guessing Game which had been applied was student centre. The teacher was as a facilitator and prepared the media of the game. The players were all students in the classroom, so all students had to participate in the game.

3. The Improvement of Students'

Interest and Motivation

Based on the collaborator and the researcher observation from cycle 1 to cycle 2, most of student said that they enjoyed the game very much. They didn't feel boring and sleepy when they were playing games. They also felt that the time too fast because they didn't want to stop playing the games.

By Most Names which had been applied in this research, students were motivated to be the winner of the competition, so they were motivated to study hard. They tried to find each of the word which they did not know the

meaning of it; they memorized the words; and tried to use the words to make good sentences so their friends could understand what they talk about. It means that "Most Names" improved students' interest and motivation.

In the first and second cycle, most names had been done to achieve the skill of speaking. The problems which happened in the previous cycle could be covered in the next cycle. Competitions were the students' favorite activities. Each of the cycle competed in group. Students were motivated to be the winner of the competition. As the result they played the game seriously.

Individual test was students' duty in each cycle. Every student had to perform in describing someone's appearance to get the individual score. As the result student tried to do the best in order to get good mark from the teacher. Beside the indicators of speaking which students attended, they used eye contact, gesture, expression, and intonation well.

IV. CONCLUSION

The research was done completely in August, 2012. The research was done in two cycles. Based on the findings in implementation most names in teaching speaking, the researcher made conclusion viewed from students'

speaking skill, the strengths and the weaknesses, and also the students' responses toward the implementation of most names.

First, Most Names can improve students' speaking skill. The speaking skill includes saying in a good accent, using correct grammatical sentences, selecting appropriate words and expressions, comprehending the topic of conversation, and saying in a clear and fluent voice so the other people can understand what we talk about. It could be seen that the students could improve their speaking skill from cycle 1 to cycle 2.

Second, Most Names had more strengths than weaknesses, It made students work in a group and familiar each other, the students are as the subject so they did everything by themselves, all students involve in the activity, students learn not only from their teacher but also from their friends, students motivate to study hard like their friend which success in the game, and students competed one another to study hard to be the winner of the competition.

Third, students gave good responses in the implementation of the most names. They enjoyed the game very much and felt that the time ran too fast. They did not feel sleepy and were not

bored. By applying most names, they became more confident. They gathered ideas from the group members so this condition could add their knowledge because they shared each other; the self confidence could be developed when they delivered their ideas to their friends in group, their friends were appreciated them, and when one of the group members to be the representative, he or she would describe someone, it made his or her self confidence increased; the eye contact, body movement, and gesture were developed by explaining someone in detail.

In teaching learning process, especially in teaching speaking, it is necessary to implement an appropriate technique. The technique used by English teacher is based on the purpose of the related lesson, the characteristic of the class, the ability, and the reason of language learning. Choosing Most Names as the game in teaching speaking is an effective way to teach descriptive text.

Most Names can support students' motivation. They are motivated and enjoy in teaching learning activity. It helps students comprehend the material they learn. Consequently, their achievement improved.

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